



SCAFFOLDING INTERACTION CYCLE IN *READING TO LEARN* PROGRAM

Oleh : Silvia Widianingsih, S.Pd, M.Pd

School of Post Graduate Studies
Indonesia University of Education (UPI)

ABSTRACT

This study aims to investigate three steps (Prepare, Task and Elaborate) of scaffolding interaction cycle (Rose, 2008) in *Reading to Learn* program (Rose & Acevedo, 2006; Rose, 2008) with one teacher and fifteen students as the participants at a vocational high school. This study used a case study research design which employed two data collection techniques, i.e. observation and document analysis of students' writing in *Independent Writing* stage. The study reveals three findings related to the research questions. First, the teacher used scaffolding interaction cycle almost in all stages in *Reading to Learn* program except for *Preparing for Writing* stage due to teacher's misunderstanding toward the strategies used in this stage. Second, Prepare moves were mostly employed by the teacher in scaffolding interaction cycle because the students were still reluctant to actively engage in this program. Finally, the problems that the teacher found in the use of scaffolding interaction cycle in *Reading to Learn* program were related to teacher's understanding, students' questions, students' passivity and big class. It is thus recommended to the teachers to more carefully plan the use of scaffolding interaction cycle in *Reading to Learn* program. Besides that, further research is expected to deal with more texts, more intensive support, bigger number of participants and longer time in conducting the program.

Keywords: *Reading to Learn Program, Scaffolding Interaction Cycle, Teaching Cycle, Types of Interaction Moves*

Introduction

The need to include reading into EFL writing programs has been suggested by experts working in this area, for instance Kroll (2001). However, reading and writing in English as a foreign language have been claimed to be difficult for students (Gibbons, 2002). This difficulty is influenced by many cultural backgrounds and the different skills that students bring with them to school (Ross, 2008, p.3). As an effort to overcome this problem, Rose (2004, 2005, 2006, 2007 and 2008) designed *Reading to Learn* program to integrate reading and writing with teaching the curriculum at all year levels, closing the gap in the class at the same time as accelerating learning for all students.

As mentioned in www.readingtolearn.com.au, the program has been developed over ten years with teachers of primary, secondary and tertiary students across

Australia and internationally, to integrate reading and writing with teaching the curriculum at all year levels. In addition, it is also mentioned that the strategies in this program apply cutting edge research in classroom learning and language across the curriculum, in a form that is accessible, practical and meets the needs of teachers and students. Furthermore, Rose and Acevedo (2006a) mention that the Catholic Education Office Melbourne (CEOM) has implemented *Reading to Learn* program over three years with over 1000 students, as part of middle years professional learning project. The results included average literacy gains at twice the expected rates of development, and as high as four times expected rates, when implemented during a few lessons per week with whole classes.

The *Reading to Learn* program is carefully designed to give all students this support in a six stage teaching cycle (Rose, 2008): 1) *Preparing before Reading*; 2) *Detailed Reading*; 3) *Preparing for Writing*; 4) *Joint Rewriting*; 5) *Individual Rewriting*; and 6) *Independent Writing*. However, what is emphasised in the program, as Rose & Acevedo (2006a, p. 36) advise, is that learners must always be adequately prepared to perform each task successfully, before they are asked to do it. It is also mentioned by them that once they have successfully performed the task they are then cognitively prepared for a third step that elaborates their understanding of the activity they have completed.

This program has a three part cycle of Prepare – Task – Elaborate, which is called the scaffolding interaction cycle and is applied at all levels of the *Reading to Learn* program (Rose & Acevedo, 2006a, 36). In addition, Rose (2006a) says that scaffolding interaction cycle is the core of the *Reading to Learn* pedagogy. Mentioned further by Rose (2006a), it goes a step further to describe the sequence in which learning takes place: from a teacher preparing a learner for a task, to the learner performing the learning task, to the teacher elaborating on what has been learnt. It is carefully planned interaction that enables every student to read a text with complete understanding, no matter what their starting level (Rose, 2008).

Regarding the implementation of *Reading to Learn* program in EFL class in Indonesia, Emilia (2008) recommends this program be implemented in schools in Indonesia as the exploration toward the effectivity and feasibility from this program. In addition, Emilia (2008) mentions that this program will help the students in learning English and the other subjects. Unfortunately, as far as this research conducted, there has not been any study focused on scaffolding interaction cycle in *Reading to Learn* program conducted in Indonesian EFL settings.

Considering the importance of scaffolding interaction cycle in *Reading to Learn* program in preparing learners to perform a learning task successfully by showing



them how to do the task and there has not been any research investigating this topic in Indonesian EFL settings, a study investigating this research area is considered important. Thus, the present study focused on examining scaffolding interaction cycle in *Reading to Learn* program employed by a teacher in a vocational high school. The findings are hoped to be of great contributions to the enlightenment of the implementation *Reading to Learn* program in Indonesian EFL settings.

Literature Review

Reading to Learn Program

- Conceptual Framework of *Reading to Learn* Program

The conceptual framework of *Reading to Learn* program, according to Rose, Gray and Cowey (1999) consists of three models: written and spoken language model, reading model and learning model.

Spoken and written language model is functional language model developed by Halliday based on systemic functional grammar to improve reading skill from low to high (Rose, Gray and Cowey, 1999; Acevedo and Rose, 2007). In a functional model, language is conceived of as in terms of texts that are exchanged in social contexts, between speakers, writers, and readers. Each text involves three levels of organisation, as sequences of meanings, as patterns of wordings that realise these meanings, and as soundings or letter patterns that realise these wordings. These levels of organisation are known technically as discourse semantics (sequences of meanings in a text), lexicogrammar (including both words and wordings) and graphophonics (sound and letter patterns) (Rose and Acevedo, 2006). Meanwhile, reading model used in *Reading to Learn* program involves two set of skills: 'fluent reading and unfolds' (Rose, Gray and Cowey, 1999).

The last, learning model applied in *Reading to Learn* program, according to Rose, Gray and Cowey (1999), is a learning model which is also used in genre-based approach in teaching writing, that is *the zone of proximal development* developed by Vygotsky (1978) who views learning as a social process happened in an interaction between teacher and learner in 'zone of proximal development' which takes place in the gap between what a child is able to do independently, and what they can do with the support of a teacher (Rose, Gray and Cowey, 1999, see also Derewianka, 1990; Wells, 1999; Feez and Joyce, 1998). Another learning theory used, according to Rose, Gray and Cowey is

scaffolding introduced by Bruner (1986) which then becomes the focus of this study.

- **Principles of *Reading to Learn* Program**

Reading to Learn is a literacy methodology and professional learning program that has been developed over the past decade in Australia, with Indigenous students (Carbines, Wyatt and Robb, 2005; Rose, 2006a) and mainstream classes (Rose and Acevedo, 2006a), and internationally (Rose, 2005). The teaching strategies have been proven to enable weak readers to rapidly learn to read and write at grade appropriate levels, and advanced students to develop language understandings well beyond their independent competence (Culican 2004, 2005, McCrae et al 2000). According to Rose (2006), they draw on principles of scaffolded learning (Wells, 1999), functional linguistics (Halliday, 1993) and genre approaches to writing (Martin 1993, 1999, 2001), in a form that is accessible, practical and meets the needs of teachers and students (Martin and Rose 2005 in Rose 2006, Rose 2005a, Gray and Cowey 1999, Rose et al 2004). The program is based on three core principles (Rose and Acevedo, 2006b) as mentioned in the following.

- 1) Reading is a fundamental mode of learning in primary and secondary school. Therefore explicit teaching of reading needs to be integrated with teaching the curriculum at all levels, and all teachers need skills to teach reading and writing in their subject areas.
- 2) All students can and should be taught the same level of skills in reading and writing across the school curriculum so that the gap between more and less successful students narrows, instead of widening over the school years (Rose, 2006b).
- 3) Learning takes place when teachers support students to do learning tasks that are beyond their independent assessed abilities, thereby allowing for learning activities to be designed to support all students to succeed at the same high level.

According to Rose and Acevedo (2006a, p.36) *Reading to Learn* program provides teacher with two sets of skills for accelerating learning and closing the 'ability' gap in their classrooms. The first is set of skills for interacting with students around written texts that supports all students in a class to read high level texts with critical comprehension, and to use what they have learned from their reading to write successful tests. The second is a set of skills for selecting key texts in the curriculum to work intensively, and to analyse the language patterns in these texts to plan their lessons. Rose and Acevedo (2006c) also



argues that the *Reading to Learn* program is an intensive approach to scaffolding student literacy using high quality, age appropriate, mainstream curriculum texts. It redesigns classroom teaching patterns to enable success for all learners. Mentioned further by Rose and Acevedo (2006c), the approach can be used in mainstream or withdrawal contexts, with whole classes or small groups, and it models literate language features in both fiction and factual texts. Furthermore, it is capable of extending the learning of the most competent students in the class or group.

A key principle of *Reading to Learn* program, as stated by Rose and Acevedo (2006a, p.36), that also underlies much teaching practice in general, is that learning takes place through successful performance of tasks, whether this is reading a sentence in a new book, or learning a manual activity. Moreover, as Rose and Acevedo (2006a, p.36) further advise, what is emphasised in the program is that learners must always be adequately prepared to perform each task successfully, before they are asked to do it. Once they have successfully performed the task they are then cognitively prepared for a third step that elaborates their understanding of the activity they have completed. Those steps are defined as three part cycle of Prepare – Task – Elaborate, which is called the scaffolding interaction cycle and is applied at all levels of the Reading to learn program (Rose and Acevedo, 2006a, p. 36; see also Christie, 2005).

- **The *Reading to Learn* Curriculum Cycle**

Reading to Learn is carefully designed to give all students this support in a six stage teaching cycle (Rose, 2008, p.15; Rose and Acevedo, 2006a) which begins with *Preparation before Reading* and finishes with *Independent Writing*. In this study, the teacher held three teaching cycles of the study in which not all the six stages of teaching cycle were included in each teaching cycle. One or some stage(s) were eliminated by the teacher based on the need of the teaching. In doing so the teacher uses scaffolding interaction cycle to let the students engage the text discussed in each stage of teaching cycle which will be further explained in section 2.2.3 in this chapter. Meanwhile for the six stages of the *Reading to Learn* program can be illustrated in following figure.

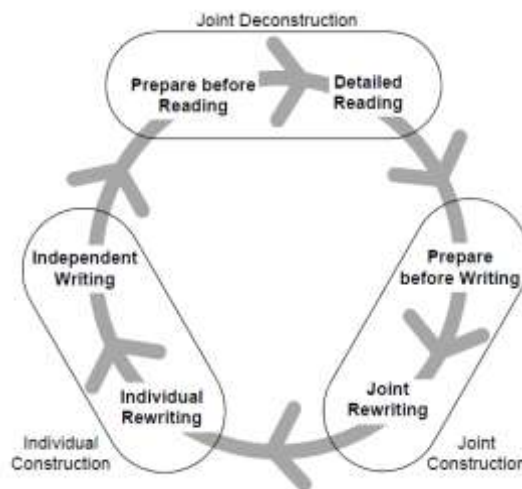


Figure 1

The stages of the *Reading to Learn* program

(Adapted from Rose, 2008, p. 14 and Rose and Acevedo, 2006a, p.36)

The strategies used for each stage in *Reading to Learn* program were further explained in detail by Rose (2008) based on the texts discussed in the class: stories or factual texts. In this study, the teacher was focused on teaching reading and writing stories with the consideration that students would be more actively engaged in the pleasure of reading and writing stories (see Rose, 2008). Activities in each stage of *Reading to Learn* curriculum cycle, as illustrated in Rose (2008) are as follows.

1. Preparing before Reading

In this stage, students are first prepared to understand the text in general terms, by providing the background knowledge they need to understand it, explaining what it is about and summarizing the sequence in which it unfolds, in terms that all students can understand (Rose, 2008, p.15). Mentioned further by Rose (2008) that this allows students to follow the text with general understanding as it is read aloud, without having to struggle to work out what is going on at each step, nor to struggle decoding the letter patterns of unfamiliar words.

Preparing for Reading as stated by Rose and Acevedo (2006b) supports all students to follow a text with general understanding as it is read to them. This is done by: providing the background knowledge students need to understand the text, briefly



explaining what it is about and summarising what happens in terms that all students can understand.

2. Detailed Reading

In *Detailed Reading*, students are prepared to read each sentence in a short passage, by means of three preparation cues: a summary of the meaning of the whole sentence in commonsense terms, which the teacher then reads aloud, a position cue that tells learners where to look for the wording and the meaning of the wording in general or commonsense terms (Rose, 2008, p.15; Rose and Acevedo, 2006). Mentioned further by Rose (2008) students then have to reason from the meaning cue to the actual wording on the page. Students are always affirmed for identifying the wording, which then they mark by highlighting or underlining. Once they have successfully identified a wording, its meaning may be elaborated by defining technical or literary wordings, explaining new concepts or metaphors and discussing student's relevant experience. These strategies for *Detailed Reading* enable all students in a class to read a passage with complete understanding, and to understand how the author has constructed it (Rose, 2008, p.15).

3. Preparing for Writing

After all the students can read a passage with fluency and comprehension, they prepare to write a new text that is patterned closely on it (Rose: 2008). Rose also states that there are two approaches to *Preparing before Writing*, depending on the genre. In factual texts, students are advised to write up the wordings they have highlighted in *Detailed Reading*, as dot point notes on the board. Meanwhile in stories, arguments, and text responses, the class brainstorms new content for a text that will use the same literary or persuasive language patterns of the text they have read. The teachers write all ideas on the board or butchers papers.

Mentioned further by Rose (2008, p.40) for brainstorming ideas, accept and write down all students' ideas as far as possible, adjusting as necessary. Vote for ideas for the class story, but assure students that they can use their own ideas for *Individual Rewriting*. For factual texts ensure that weaker students get to scribe notes and dictate as much as possible, so they can practice writing and spelling. If students are not attending or disrupting, ask them to scribe or dictate.

4. Joint Rewriting

Rose (2008, p.16) states that the notes that have been written on the board then provide a framework for students to jointly write a new text on the board, guided by the teacher. With factual texts the content of the reading text, in the notes, is rewritten in wordings that are closer to what students would write themselves, with the teacher providing whatever language resources they need, and guiding the construction. Rose (2008) further mentions while the field of the new text is the same as the original, its language patterns may be less highly written. With stories, arguments or text responses, the reading text is followed very closely, as the grammatical patterns of each sentence are used with new lexical items. In these cases the field is completely different, but the language patterns will be very similar. This provides an extremely powerful scaffold for all students to acquire the sophisticated language resources of accomplished authors.

5. Individual Rewriting

Before students are expected to write independently, a further stage of preparation is provided, in which they individually practice rewriting the same text as they have rewritten jointly. For factual texts (Rose, 2008, p.16) mentions that this may involve erasing the joint text from the board, but leaving the notes, which students use for their own text.

For stories, arguments or text responses, students now have two models – the original reading and the joint text – to practice using the same language patterns with their own content, which may be partly derived from the earlier brainstorming activity.

6. Independent Writing

Independent writing is the final stage of this teaching cycle. In this stage, the students are supposed to successfully write new texts, using what they have learnt in the preceding stages. (Rose, 2008, p.14) mentions that this is the task on which students are assessed, whether it is a research task in society and environment, a report in science or an essay in English. Mentioned further, the independent task may be in a new field or about new literary text, but it will be the same genre, using many of the same language patterns that have been practiced in the preceding stages. Crucially the teacher, Rose adds, can be confident that all students have been adequately prepared to complete the task successfully. However, assessments will then provide clear measure of how successful the teaching activities have been.



Rose (2008, p.41) also states that teacher is supposed to ensure that all students have been adequately prepared for the independent task, and that it is clearly specified in the terms that have been practiced in preceding lessons. For research projects, teacher may also need to ensure that all students have access appropriate source texts, and help them to select the right ones.

Scaffolding Interaction Cycle

The scaffolding interaction cycle is a common pattern in parent-child reading before school, although research has shown significant variation between families in its application (Williams, 2001 in Rose, 2006). According to Rose (2006) in an ideal scaffolding interaction cycle, a parent's preparation move supports the child, either to identify an element in the story they are reading, or to select what to read, or a reaction to the story. Meanwhile, the elaboration move, Rose (2006) further argues, extends the child's understanding, in relation either to features of the story or to features of language.

At the level of classroom interaction, the primary task for students in each scaffolding interaction cycle is to respond to teacher questions (Rose, 2007, p.8). Rose also states that this pattern is endemic in classroom discourse, described as 'triadic dialogue' or the Initiation-Response-Feedback 'IRF' cycle by Sinclair and Coulthard 1975 and many others (Gibbons 2002). Mentioned further by Rose (2007) some progressive theorists advocate that students should initiate these cycles rather than the teacher (e.g. Wells 1999), but in reality the teacher first needs to prompt the students to do so. In both instructional and regulative spheres, Rose (2007) also mentions that the teacher is the one with authority in the classroom; teachers interact with students by asking questions, to which students respond. Under certain circumstances, students also ask questions, express opinions or recount their experience, but usually in response to preceding cycles that the teacher has initiated and ultimately it is the teacher's role to evaluate these responses (Rose, 2007).

Moreover, Rose (2006c) explains that the scaffolding cycle systematically renovates the 'triadic dialogue' or 'IRF' (Initiation- Response-Feedback) pattern, described by Nassaji and Wells (2000) in Rose (2006c) among many others as endemic to classroom discourse. However there are three crucial differences between the typical IRF classroom pattern and scaffolding interactions. Firstly the initial scaffolding move is not simply a question eliciting a response from learners, but consistently *prepares* all learners to respond successfully; secondly the follow-up move is not simply feedback that evaluates or comments on responses, but consistently *elaborates* on shared knowledge about text features; and thirdly

responses are always affirmed, whereas responses that are inadequately prepared in IRF discourse are frequently negated or ignored.

Moreover, according to Rose (2006b), *Reading to Learn* program applies the scaffolding interaction cycle at various levels of a text, to prepare students to read it with comprehension, and to raise their critical understanding of its contents and language patterns through the elaboration moves. The first level of preparation enables students to follow a text or passage as it is read aloud, by first giving a synopsis of how it will unfold. The next level of preparation enables them to recognize patterns at the level of paragraphs, or phases of meaning in the text. The third level then enables them to read the text themselves with critical understanding, by giving sufficient support for them to read each sentence, or part of a sentence, and then by elaborating on its meaning. This cycle can be illustrated below.

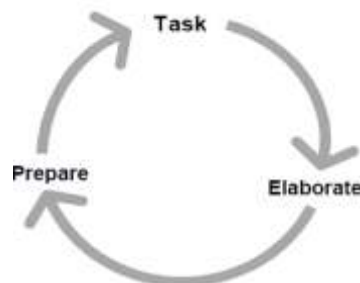


Figure 1

Scaffolding Interaction Cycle

(adapted from Rose, 2008, p. 6, and Rose and Acevedo, 2006a, p.36).

Based on the analysis of learning interaction conducted (see Rose, 2007) it has been found two general kinds of task demanded by teacher questions: if the class is reading a text, the task is to *identify* some elements of the text, whether a wording or a graphic feature such as an illustration or chart; if the task is not to identify a text element, it is to *select* an element from students' experience, whether this is personal experience, concepts previously studied, or new elements to contribute to a text. Moreover, Rose (2007) explains the teacher may prepare students to give the desired response, or simply assume that they already have the resources to respond successfully. For the response, it may be elaborated with new understandings of the element that has been identified or selected, or the response may be simply affirmed or rejected. Rose (2007) also describes that analyses using the scaffolding interaction cycle distilled eight types of exchange moves (see table 1). In this study, these moves are used for analysing classroom discourse in order to find out the use of scaffolding interaction cycle in *Reading to Learn*.



Table 1
Types of Interaction Moves in the Classroom
 (From Rose, 2008, p.33)

Move	Description
<i>Query</i>	teacher asks a question without preparing (or students ask question)
<i>Prepare</i>	teacher provides information to enable successful responses
<i>Identify</i>	students identify element in a text
<i>Select</i>	students select elements from experience
<i>Affirm</i>	teacher affirms student responses (or students concur)
<i>Reject</i>	teacher rejects response by negating, ignoring or qualifying it
<i>Elaborate</i>	define new terms, explain new concepts or relate to experience (by the teacher or through discussion with students)
<i>Instruct</i>	teacher directs an activity

Method

Research Site and Participants

This study was conducted at a vocational high school in Bandung, West Java, Indonesia. This school was chosen since the researcher is one of the English teachers in this school for five years. Thus, the researcher could get access easily to the research site and this enhanced the feasibility of the study. Moreover, as stated by Van Lier (1988) it will also enhance the naturalness of the setting since the students has got used to having interactions with the teacher.

The participants of this study were one female English teacher and 15 tenth grade students. The teacher was considered to have understood well and in the purpose of the implementation of *Reading to Learn* program. In this study, the researcher worked collaboratively with the teacher and focused on observing the scaffolding interaction cycle used by the teacher in this program through videotaping teacher-student interaction in this program. It is in accordance with what has been stated by Culican (2006) that *Reading to Learn* program could be set collaboratively in which teachers are requested to videotape, observe and critique their own and colleagues' practice.

Meanwhile the students voluntarily participated (see Bordens & Abbott, 2008, p.165) and were informed the aim of the program. Here the students followed *Reading to Learn* program as additional support in a small group not as part of normal teaching practice in whole class (see Culican, 2006). They attended this program after their class finished for almost two weeks.

Data Analysis Techniques

There are two types of data in this study: data from observation and document analysis. In conducting classroom observation, the researcher acted as non-participant observer (Cohen and Manion, 1994; Gay, 1992, p. 234) and recorded all activities in the classroom by using videotape recorder (Nunan and Bailey, 2009, p.259). Meanwhile, document analysis was carried out in this study to analyse three Narrative texts created by the students in *Independent Writing* stage chosen from fifteen students to represent different level of achievement categorized by the teacher - weaker, middle and more experienced students. The followings are the steps of data analysis for each data collection technique.

- Classroom Observation

There were five steps of classroom observation analysis applied in this study. *First*, the classroom interaction of the implementation of *Reading to Learn* program was transcribed. *Second*, the transcripts were coded based on types of interaction moves devised by Rose (2008, p.33) as seen in table 1. *Third*, the transcripts were analysed to find out the use of three steps of scaffolding interaction cycle (Prepare, Task, Elaborate) in each stage of teaching cycle employed by the teacher. *Forth*, the interaction moves used as the coding in the transcript were counted in the form of percentage to find out the moves which were mostly used in the classroom. *Fifth*, the problems that the teacher finds in scaffolding interaction cycle of *Reading to Learn* program reflected in the classroom interaction was proposed to answer the third research questions, i.e. to propose the use of scaffolding interaction cycle in EFL setting.

- Document Analysis

There were two steps of document analysis applied in this study. *First*, three Narrative texts made by the students in *Independent Writing* stage were chosen based on the categories: weaker, middle and more experienced student. *Second*, each text was analysed to see its schematic structures and linguistic features based on the theories mentioned in chapter two. As a result, the analysis shows whether the scaffolding interaction cycle in the preceding stages of *Independent Writing* (*Preparing before Reading, Detailed Reading, Preparing for Writing, Joint Rewriting* and *Individual Rewriting*) has been successfully used or not in this study which support the answer for the first research question.

Data Presentation and Discussion



The Use of Scaffolding Interaction Cycle in Reading to Learn Program

Three steps of scaffolding interaction cycle (Prepare, Task and Elaborate) were analysed to find out the use of scaffolding interaction cycle in each stage of teaching cycle. The number of stages for each teaching cycle varied based on the need and the purpose of each teaching cycle. In teaching cycle 1 and 2, five stages were conducted by the teacher with the reason that the students had not been ready to go through *Independent Writing* stage. Meanwhile in teaching cycle 3, the teacher inovated the stages and strategies used. Besides including *Independent Writing* in this teaching cycle, the teacher also eliminated *Preparing for Writing* because the students were considered to have been more independent in creating a new text. Moreover the teacher asked the students to have *Joint Rewriting* in group and provided Orientation stage in *Individual Rewriting* to have the students focus on writing Complication and Resolution stage. The use of scaffolding interaction cycle for each stage in *Reading to Learn* program will be in the following.

1. Preparing before Reading

The use of scaffolding interaction for this stage varied in each teaching cycle of this program. Although this stage, according to Rose (2008), is aimed to support all students to follow a text with general understanding as it is read to them, the teacher had not used the scaffolding interaction appropriately in each teaching cycle. Only in teaching cycle 1, three steps of scaffolding interaction cycle had been used by the teacher as proposed by Rose (2008) and Rose and Acevedo (2006b, 2006c). The teacher employed Prepare step by making the students familiar with the reading text given. In addition, the Task step had been appropriately employed by the students through listening teacher's explanation although only some of them responds teacher's explanation and questions. Meanwhile Elaborate step was employed by the teacher by telling the stages of text as an attempt to make the students have preliminary knowledge regarding the story in the text to be discussed more deeply in *Detailed Reading* stage.

Different from teaching cycle 1, scaffolding interaction cycle for this stage was not really appropriately employed by the teacher in teaching cycle 2 and 3. In teaching cycle 2, scaffolding interaction cycle was only employed in the beginning of this stage by conducting predictive reading activity (Prepare step), listening teacher's explanation (Task step) and giving preliminary knowledge of the story (Elaborate step). The rest of activity in this stage for teaching cycle 2 was only continued by reading aloud without explaining or discussing things as the text read aloud as suggested by Rose (2008). Meanwhile in teaching cycle 3, the teacher only mentioned the character of the story which made the teacher did not perform

Prepare and Elaborate step and only Task step was employed in this stage, done by the students, through listening teacher's explanation. Moreover the number of the students who participated in giving their response in this stage was increasing.

2. Detailed Reading

In this stage, scaffolding interaction cycle has been appropriately used in each teaching cycle conducted in this program. The same activities were repeatedly done by the teacher for each wording discussed in this stage: giving the cues, having the students identify the wordings, instructing the students to highlight the wordings and finally elaborating the wordings. The same as the activities conducted in this stage, scaffolding interaction cycle was employed in the same way for each teaching cycle. The step was begun by giving the cues of the wording to the students as Prepare step for scaffolding interaction cycle in this stage. It was followed by identifying and highlighting done by the students as the Task step and elaborating the wordings as Elaborate step. These steps taken by the teacher for the use of scaffolding interaction cycle in this stage were in accordance with what has been suggested by Rose (2008) and Rose and Acevedo (2006b, 2006c).

The difference was found in selecting the passage of the story to be discussed in this stage for each teaching cycle. In teaching cycle 1, the teacher only selected three passages of the story, *the Story of Aryo Menak and his wife*, as an attempt to introduce the Orientation and Complication stage of the story. As done in teaching cycle 1, in teaching cycle 2, the teacher also only discussed one of four paragraphs showing Resolution stage from the original reading discussed (*Karen's story*). Meanwhile in teaching cycle 3, the teacher discussed all the passages of the story (*Unhappily Ever After by Paul Jennings*) which was followed by not only asking the students to highlight the wordings but also discussing and elaborating the meaning of the sentence. This resulted on much time spent for *Detailed Reading* in teaching cycle 3.

3. Preparing for Writing

This stage was only employed by the teacher in teaching cycle 1 and 2 because the teacher considered that the students had been more experienced in creating a new text. Unfortunately, the teacher misunderstood the strategies used for this stage in which she used strategies *Preparing for Writing* for factual texts in teaching stories. In this stage, the teacher asked the students to write up the wordings they had in *Detailed Reading* on the board not brainstorming new elements for a new story as suggested by Rose (2008). Those inappropriate strategies made scaffolding interaction cycle for this stage not appropriately used and influenced the activities



done in *Joint Rewriting* in which the teacher and students conducted their *Joint Rewriting* in longer time.

4. Joint Rewriting

Although the students had successfully created Joint texts in each teaching cycle of this program, as stated earlier, the teacher conducted this stage in longer time compared to the other stages. Since the elements of the new story had not been decided by the teacher, the teacher not only scaffolded students to write new sentence but also scaffolded them to decide new elements for a new story. In addition, although the use of scaffolding interaction cycle for this stage had been employed by the teacher, inappropriate strategies included in this stage made some of the steps were not correctly taken. For instance, in employing Prepare step the teacher scaffolded the students to decide new elements by relating to the wordings in *Detailed Reading*. According to Rose (2008) what the teacher had in *Detailed Reading* is supposed to be paid off in *Joint Rewriting* because in this stage students will understand the role of each group of words in the sentence and the passage and will be able to plan the new story accordingly, with the teacher's guidance.

5. Individual Rewriting

Based on the texts created by the students in this stage, it was shown that the students had successfully created their own text following the language pattern of the model texts given. It indicates that the teacher had employed appropriate scaffolding interaction cycle for this stage. Here, the teacher employed Prepare step through explaining students' task in this stage which is followed by the students who completed their task in this stage by creating their own text as Task step. However, in doing their task, the students asked a lot of questions to the teacher regarding the words they used in their text. It shows that the students had the idea for their own story but they still found difficulties in finding appropriate words in English to be used in their text. It makes the Elaborate step, as the last stage of scaffolding interaction cycle, was employed by the teacher through elaborating the meaning of the words asked by the students. The number of questions was decreasing as done in teaching cycle 3 which indicated that the students had been more independent in creating their own text and ready for *Independent Writing*.

6. Independent Writing

In this study, *Independent Writing* was only held in the teaching cycle 3 in which the students were asked to write a new text without any scaffolding from their teacher. In addition, they could use any model texts which had been used in this program. By including this stage in this teaching cycle, it shows that the teacher had considered that the students were ready to have *Independent Writing* as the evaluation for what they had experienced in the preceding stages. The reason that the teacher had in conducting this stage is in line with Rose (2008) and Rose and Acevedo (2006b, 2006c) argues that *Independent Writing* is held when the teacher is confident that all students have been adequately prepared to complete the task successfully.

As the confirmation that the students had been able to write a new text successfully without scaffolding from the teacher, three texts created by the students were discussed in this study. The discussion was focused on the schematic structures and linguistic features of a Narrative text. The three texts chosen from fifteen texts represent different level of students' achievement categorized by the teacher - weaker, middle and more experienced students. The texts show that the students had some improvements in writing the text compared to their diagnostic text and texts made in *Individual Rewriting*. Besides that, the texts also show that the gap of abilities among the students in creating a Narrative text was not really in big distance in which all the students had understood the obligatory elements that they should put in their Narrative texts. However, almost all students still need more intensive support: Sentence Making, Spelling and Sentence Writing (see Rose, 2008) as indicated from grammatical mistakes which were still found in their texts. According to Rose (2008) this intensive support is aimed to enable the students to recognise and use the same language patterns in other paragraphs, passages and texts and furthermore enable them to independently explore patterns in any text they come across and use them in their writing.

Types of Interaction Moves

The next step after applying the scaffolding interaction cycle is analysing learning interactions between teachers and learners (see Rose & Acevedo, 2006b). The aim, according to Rose & Acevedo (2006b), is to get teachers to plan their teaching interactions, in order to provide sufficient scaffolding for all students to respond successfully. Having analysed the interaction of teacher and student in this *Reading to Learn* program, 1960 moves have been used in three teaching cycles held by the teacher in this study. The spread of the eight types of moves used by teacher and students in this study can be seen in the following table.

Table 2

The Distribution of Types of Interaction Moves in each Teaching Cycle



Teaching Cycle	Types of Interaction Moves															
	Query		Prepare		Identify		Select		Affirm		Reject		Elaborate		Instruct	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Teaching Cycle 1	74	44.5	164	40.29	69	31.3	134	56.0	158	42.5	11	64.7	107	28.9	70	41.1
Teaching Cycle 2	36	21.6	95	23.34	43	19.5	51	21.3	94	25.3	1	5.88	86	23.2	54	31.7
Teaching Cycle 3	56	33.7	148	36.36	108	49.0	54	22.5	119	32.0	5	29.4	177	47.8	46	27.0
TOTAL	166	8.47	407	20.77	220	11.2	239	12.1	371	18.9	17	0.87	370	18.8	170	8.67

From the eight moves used in the interaction between teacher and students in this *Reading to Learn* program, Prepare moves were mostly used in this study (20.77 %). These moves were done by the teacher to let the students engage actively for the activities in each stage of teaching cycle such as '*And where is the location?*'. It shows that the students were still reluctant to be participated in this program so that the teacher employed more Prepare moves to get students' response. According to Rose and Acevedo (2006a), it is important for teacher to prepare students in doing the task so that the Task step of scaffolding interaction cycle is successfully performed by the students.

The next moves which were also mostly used by teacher and students in their interaction after Prepare moves were Affirm (18.9 %) and Elaborate (18.8 %). Affirm moves show that the students had employed their task in this program through listening or showing understanding to the teacher's explanation as one of the tasks proposed by Rose (2008) by saying 'Yes'. These moves were employed by the teacher to show that students' answers were correct or repeating their answer. Meanwhile Elaborate moves were mostly employed by the teacher after the students finished doing their Task in each stage of teaching cycle. These moves were usually employed by the teacher in the long sentences in the form of explanation after the students completed their task. By doing that, it shows that the teacher was in attempt to have the students be independent first in doing their task without fully being scaffolded by the teacher. It is in line with the principle of scaffolding interaction cycle as stated by Rose (2004a, 2005a, 2005b, 2006) in which teacher elaborates students' understanding of the activity they have completed.

The other moves (Query, Identify and Instruct) almost had the same amount for the moves used in the interaction between teacher and student in *Reading to Learn* program. Query moves (8.47%) were used not only by the teacher but also the students. They were used by the teacher when she developed her questions to get the responses from the students such as '*What else?, And then?*'. Meanwhile the students used these moves when they asked some words in English they were

going to use in their writing and they were mostly employed in Indonesia such as *'Bu, kalau Dia ke binatang apa?'*. For Identify moves (11.2 %), they were mostly used by the students while discussing the text in *Detailed Reading*. In this stage, the students identified the wordings discussed in this stage as the Task step they should conducted based on the cues given by the teacher. Instruct moves (8.67 %) were mostly used by the teacher when she instructed the students to highlight the wordings of the text in *Detailed Reading*. These moves were not in the large number in the other stages since the teacher rarely instructed the students but scaffolded them in completing their task.

Reject moves (0.87%) were the moves rarely used in the interaction between teacher and students in this study. These moves were mostly used by the teacher when she rejected the responses given by the students by saying no or asking the other students find the correct answer. Although these moves could be used by the students while identifying the wordings in *Detailed Reading*, found in this study, the number of them was small. It occurred since the students almost always successfully identified the wordings discussed in this program.

Problems Found by the Teacher in the Use of Scaffolding Interaction Cycle in Reading to Learn Program

Having observed teacher and student interaction, there were some problems that the teacher found in the use of scaffolding interaction cycle of *Reading to Learn* Program conducted in this study. The problems were reflected from the use of scaffolding interaction cycle and types of interaction moves employed by teacher and student in this study. Those problems are elaborated in the following.

Firstly, in conducting *Reading to Learn* program, the teacher found difficulties in understanding the approaches and strategies proposed by Rose (2008). Teacher's understanding toward this program influenced the use of scaffolding interaction cycle for each stage in teaching cycle. As occurred in this study, the teacher misunderstood the concept of approaches in *Preparing for Writing* proven by her inappropriate strategies in teaching stories. This resulted on the scaffolding interaction cycle for this stage which was not properly used by the teacher. It is assumed that if the teacher used appropriate approaches for her teaching, the scaffolding interaction cycle in this stage will be maximally used.

Secondly, as reflected to the use of scaffolding interaction cycle in *Individual Rewriting* stage, the students asked a lot of words in English which they were going to use in their writing. It made the teacher found difficulties in scaffolding the students in that stage due to much word they asked while doing their task.



Students' lack of exploring the words in English make them confused for the words they were going to use in their writing. It seems that the teacher was supposed to explore or discuss more wordings in *Detailed Reading* or as suggested by Rose (2008) the teacher could hold intensive support strategies such as Sentence Making, Spelling and Sentence Writing.

Thirdly, as also reflected to the number of Prepare moves employed by the teacher in this study, it shows that the teacher found difficulties to make all the students involved in the discussion of the text in this program. It means that the students were reluctant in giving their responses so that the teacher needs to encourage them a lot to participate in the class. According to Exley (2005) it is because EFL students, especially Indonesian students, are typically passive, shy and quiet person. To overcome this problem, some strategies actually have been suggested by Rose (2008) as the preparation for this program such as: giving the cues in *Detailed Reading* and creating teacher's own text before *Joint Rewriting* class. This fact suggests that the teacher needs more preparation before the class so that the student will be more actively engaged in this program.

Lastly, although this study was set in small class, teacher may find difficulties in conducting this program when it is held in a big class as the characteristic of most classes in EFL settings (see Harmer, 2008). Rose (2008) actually has anticipated this problem by giving suggestion to the teacher to have the students work in groups. In addition, Rose (2008) mentions that having students work in group, they can support each other and the teacher can easily move around to check on weaker students. Besides doing that, the teacher needs to pay attention to the setting of the class such as having weaker students sit in front of the class so that it will be easier for the teacher to check them (see Rose, 2008) and having weaker students sit with more experienced students so that they can help each other (see also Rose, 2008).

Thus, from the problems discussed above some difficulties were found by the teacher in the use of scaffolding interaction cycle of *Reading to Learn* program. However those problems could be anticipated if the teacher had better understanding for the strategies and approaches proposed for this program by Rose (2008). By doing so, it is hoped that the teacher to be more concerned on the use the scaffolding interaction cycle in this program so that it supports the implementation of *Reading to Learn* program in EFL settings.

Conclusions

The presents study was designed to examine the use of scaffolding interaction cycle in *Reading to Learn* program. The findings showed that the teacher had used scaffolding interaction cycle almost in all stages of *Reading to Learn* program. However, one stage (*Preparing for Writing*) had not been used well by the teacher due to the strategies applied in this study. Here, the teacher used strategies aimed for factual texts in teaching stories. As a result, the student had not been provided with the elements of the story in doing *Joint Rewriting*.

As the confirmation for the use of scaffolding interaction cycle in *Reading to Learn* program, three students' texts which represent students' achievement (weaker, middle and more experienced students) in *Independent Writing* were analysed. The texts show that all the students had been able to include the obligatory elements in their Narratives text (Orientation, Complication and Resolution stage). In this case, due to the grammatical mistakes found in students' texts, the teacher needs to give more intensive support to the students such as Sentence Making, Spelling and Sentence Writing (see Rose, 2008).

Concerning types of interaction moves used in the classroom of *Reading to Learn* program, Prepare moves were mostly employed by the teacher in this study. It was occurred due to the characteristics of the students which were still reluctant in giving the responses in this program. It shows that in this study the teacher had more preparation to have the students engaged in the discussion of the texts.

In conducting this program, the teacher found some problems for the use of scaffolding interaction cycle in *Reading to Learn* program conducted in this study. Firstly, the teacher found difficulties in understanding the approaches and strategies proposed by Rose (2008) in conducting this program. Secondly, some difficulties were found by the teacher in answering too much question given by the students regarding the words they were going to use in their writing. Thirdly, the teacher found difficulties to make all the students involved in the discussion of the text in this program due to their passivity. Lastly, teacher may find difficulties in conducting this program when it is held in a big class as the characteristic of most class in EFL settings.

In short, the data presented in this study has shown several aspects that the teacher needs to pay attention with, regarding the use of scaffolding interaction cycle in *Reading to Learn* program. In addition, this study also supports the previous study conducted by Rose (2006) that students will have more development in their writing after following this program (see Rose and Acevedo, 2006a). As presented in the data of this study, compared to students' diagnostic



writing, the students had been able to include the obligatory elements of Narratives text in their *Independent Writing*.

References

- Bordens, S. K. (2008) & Abbott, B.B. *Research Design and Method: A Process Approach*. McGraw-Hill International Edition.
- Carbines, R., Wyatt, T. & Robb, L.(2005). *Evaluation of the Years 7-10 English Aboriginal Support Pilot Project, Final Report to the Office of the NSW Board of Studies*. Sydney: Erebus International.
- Cohen & Manion. (1994). *Research Methods in Education*. New York: Routledge.
- Culican, S. (2005). *Learning to Read: Reading to Learn, A Middle Years Literacy Intervention Research Project, Interim Report on Stage 1 May-December 2003*. Catholic Education Office Melbourne.
- Culican, S. (2006). *Learning to Read: Reading to Learn, A Middle Years Literacy Intervention Research Project, Final Report 2003-4*. Catholic Education Office Melbourne.
- Culican S, Milburn S. & Oakley C. (2006). *Scaffolding Literacy in Middle Years*. Deakin University.
- Derewianka, B. (1990). *Exploring How Texts Work*. Primary English Teaching Association.
- Emilia, E. (2008). *Linguistik sistemik fungsional dan program Reading to Learn dalam mengajar membaca dan menulis. A paper presented in the first conference on applied linguistics (2008)*. Retrieved on June, 13th 2010 from: inggris.sps.upi.edu/wp-content/uploads/2010/04/Konaplin-1.doc
- Gay, L.R. (1992). *Educational Research: Competencies for Analysis and Application*. USA: Macmillan Publishing Company.
- Gibbons, P. (2002). *Scaffolding Language: Scaffolding Learning; Teaching Second Language Learners in the Mainstream Classroom*. Heinemann.
- Gibbons, P. (2003). *Learning to Learn in a Second Language*. Primary English Teaching Association.
- Gibbons, P. (2009). *English Learners Academic Literacy and Thinking*. Heinemann.
- Halliday, M.A.K. (1994). *Functional Grammar*. Arnold.
- Joyce, H. & Feez, S. (2000). *Writing Skills: Narrative and Non-Fiction Text Types*. Phoenix Education.
- Joyce, H. & Feez, S. (2004). *Developing Writing Skills: for junior secondary students*. Book 1. Phoenix Education.
- Martin, J.R., Matthiessen MIM, Christian. & Painter, Clare. (1997). *Working with Functional Grammar*. New York: St Martin's Press, Inc.
- Martin, J.R. & Rose, D. (2007). *Working with Discourse: meaning beyond the clause*. London: Continuum.
- Martin, J.R. & Rose, D. (2007). *Interacting with Text: the Role of Dialogue in Learning to Read and Write*. Foreign Studies Journal, Beijing 2007. Retrieved on April 2004, from: <http://www.readingtolearn.com.au/pdf>.
- Martin, J.R. & Rose, D. (2008). *Genre Relations: Mapping Culture*. Equinox Publishing Ltd.
- McRae, D., Ainsworth, G., Cumming, J., Hughes, P., Mackay, T. Price, K., Rowland, M., Warhurst, J., Woodans, D. & Zbar, V. (2000). *What has worked, and will again: the IESIP Strategic Results Projects*. Canberra: Australian Curriculum Studies Association, www.acsa.edu.au/publications/worked, 24-26.
- Nunan, D. & Bailey, K.M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide*. USA: Heinle, Cengage Learning.
- Rose, D., Gray, B. & Cowey, W. (1999). *Scaffolding Reading and Writing for Indigenous Children in School*. In P. Wignell (ed.) *Double Power: English literacy and Indigenous education*. Melbourne: National Language & Literacy



- Rose, D. (2004a). Sequencing and Pacing of the Hidden Curriculum: how Indigenous children are left out of the chain. In Muller, J., Davies, B. & Morais, A. (eds.) *Reading Bernstein, Researching Bernstein*. London: Routledge Falmer, 91-107.
- Rose, D. (2004b). *Reading and Writing Factual Texts*. Teacher Training DVD. Sydney: Learning to Read: Reading to Learn.
- Rose, D. (2005). *Democratising the Classroom: a literacy pedagogy for the new generation*. In *Journal of Education*, Vol 37 (Durban: University of KwaZulu Natal), 127-164 www.ukzn.ac.za/joe/joe_issues.htm.
- Rose, D. (2006a). *Scaffolding the English Curriculum for Indigenous Secondary Students: NSW&-10 English Syllabus Aboriginal Support Pilot Project Office of the Board Studies: Final Report*. January 2006. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf>.
- Rose, D. (2006b). *Literacy and equality*. In *Proceedings of the National Conference on Future Directions in Literacy*. A. Simpson (ed.). Sydney: University of Sydney, 188-203 Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf/Literacy%20and%20equality.pdf>.
- Rose, D. (2006c). *Literacy and Social Responsibility*.; *Training Teachers to Teach Reading Across the Curriculum*. Public lecture for *Literacy and Social Responsibility* lecture series, University of Sydney 2006. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf/>
- Rose, D. (2007). *A Reading based model of schooling*. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf/A%20reading%20based%20model%20of%20schooling.pdf>
- Rose, D. (2008). *Reading to Learn: Accelerating learning and closing the gap: 2008 edition*. David Rose 2008.
- Rose, D. & Acevedo, C. (2006a). *Closing the gap and accelerating learning in the Middle Years of Schooling* *Australian Journal of Language and Literacy*, 14.2, 32-45. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf>.
- Rose, D. & Acevedo, C. in press (2006b). *Designing literacy inservicing: Learning to Read: Reading to Learn*. *Proceedings of the Australian Systemic Functional Linguistics Conference 2006*, University of New England. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf>.
- Rose, D. & Acevedo (2006c). *Reading (and writing) to learn in the middle years of schooling*. *Primary English Teacher Association*. Retrieved on April 24th, 2010 from: <http://www.readingtolearn.com.au/pdf>.
- Van Lier, Leo. (1988). *The Classroom and the Language Learner: Applied Linguistics and Language Study*. Longman Group UK Limited.
- Van Lier, Leo. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity*. Longman Group Limited.